

**Title of Instructional Materials:** Agile Mind

**Grade Level:** Algebra I

## Summary of Agile Mind

<p><b>Overall Rating:</b></p> <p><input type="checkbox"/> Weak (1-2) <input checked="" type="checkbox"/> Moderate (2-3) <input type="checkbox"/> Strong (3-4)</p> <p><b>Summary / Justification / Evidence:</b> Though mathematical ideas are evident, they are not always connected to bigger ideas. The student work and the formative assessments do not necessarily show whether a student understands the material since they are almost entirely multiple choice and jump from one idea to a completely different one. Many of the new standards are also not covered in the curriculum (N-RN-3, N-Q3, A-SSE-2, A-SSE.3b and 3c, APR-1, A-CED.1).</p>	<p><b>Important Mathematical Ideas:</b></p> <p><input type="checkbox"/> Weak (1-2) <input checked="" type="checkbox"/> Moderate (2-3) <input type="checkbox"/> Strong (3-4)</p> <p><b>Summary / Justification / Evidence:</b> Mathematical ideas are evident and given in real-life contexts throughout the curriculum. Many student investigations are required and set in interesting situations.</p>
<p><b>Skills and Procedures:</b></p> <p><input checked="" type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input type="checkbox"/> Strong (3-4)</p> <p><b>Summary / Justification / Evidence:</b> Skills and procedures are not always taught in a way that students can apply them to other contexts and connected to bigger mathematical ideas.</p>	<p><b>Mathematical Relationships:</b></p> <p><input checked="" type="checkbox"/> Weak (1-2) <input type="checkbox"/> Moderate (2-3) <input type="checkbox"/> Strong (3-4)</p> <p><b>Summary / Justification / Evidence:</b> The units are developed as single entities without much integration of different skills and ideas.</p>

#Agile Mind

indiana.ag.kemind.com

Reviewer3 - user

ShirkShare - pass

↳ Many standards  
not covered

↳ Expecting teachers  
to pool resources  
for work/homework

# Instructional Materials Analysis and Selection

**Phase 3:** Assessing Content Alignment to the  
Common Core State Standards for Mathematics

**Traditional Pathway for High School: Algebra I**



# Instructional Materials Analysis and Selection

*Phase 3:*

*Assessing Content Alignment to the Common Core State Standards for Mathematics*

*A project of*

The Indiana Education Roundtable, The Indiana Department of Education,  
*and*

The Charles A. Dana Center at The University of Texas at Austin

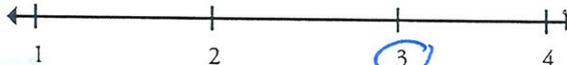
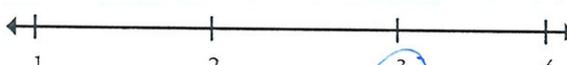
**2010–2011**

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: Agile Mind

**ALGEBRA I — NUMBER AND QUANTITY (N)**

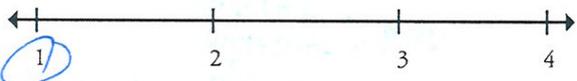
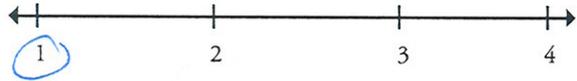
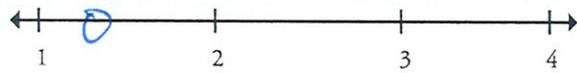
**The Real Number System (N-RN)**

Extend the properties of exponents to rational exponents.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>N-RN.1</b></p> <p>Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. <i>For example, we define <math>5^{1/3}</math> to be the cube root of 5 because we want <math>(5^{1/3})^3 = 5^{(1/3)^3}</math> to hold, so <math>(5^{1/3})^3</math> must equal 5.</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>16 laws of Ex</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p><i>just integer exponents. zero &gt; spec. neg &gt; basic mult law &gt; basic div. law</i></p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>no rational exp.</i></p> <p>Overall Rating </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

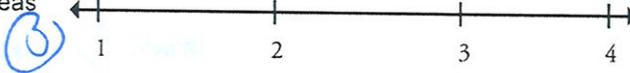
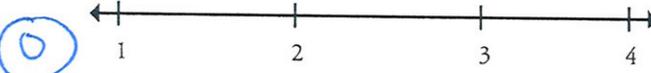
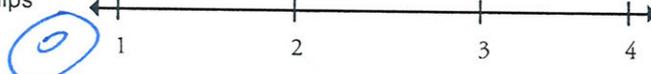
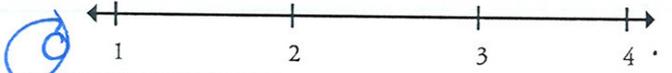
**ALGEBRA I — NUMBER AND QUANTITY (N)**  
**The Real Number System (N-RN)**

Extend the properties of exponents to rational exponents.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>N-RN.2</b> Rewrite expressions involving radicals and rational exponents using the properties of exponents.</p> <p><i>Algebra 1</i></p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>No laws of exp.</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>no talk of radicals</i> <i>no rat exp.</i></p> <p>Overall Rating </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**ALGEBRA I — NUMBER AND QUANTITY (N)**  
**The Real Number System (N-RN)**

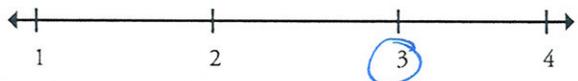
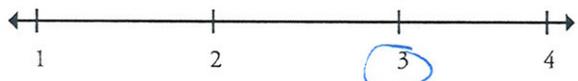
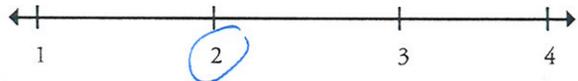
Use properties of rational and irrational numbers.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>N-RN.3</b> Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Carol Gayle</i></p> <p><i>NOT Covered</i></p>	<p><b>Important Mathematical Ideas</b> </p> <p><b>Skills and Procedures</b> </p> <p><b>Mathematical Relationships</b> </p> <p><b>Summary / Justification / Evidence</b></p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p><i>more examples</i></p> <p><b>Overall Rating</b> </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**ALGEBRA I — NUMBER AND QUANTITY (N)**

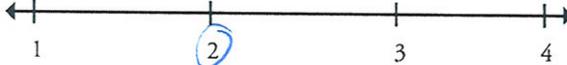
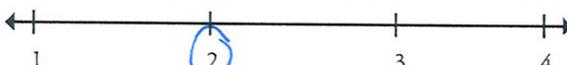
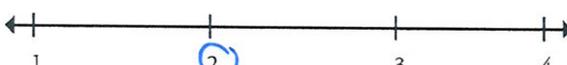
**Quantities (N-Q)**

Reason quantitatively and use units to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>N-Q.1</b></p> <p>Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*</p> <p>Note: Foundation for work with expressions, equations and functions.</p>          <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>4 Analyzing Graphs</i> <i>3 Constructing Graphs</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence <i>graphs covered well</i></p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any): <i>no interpretation of units</i></p> <p>Overall Rating </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**ALGEBRA I — NUMBER AND QUANTITY (N)**  
**Quantities (N-Q)**

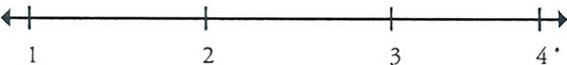
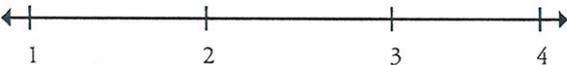
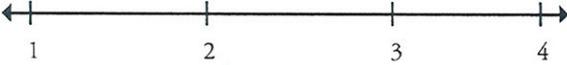
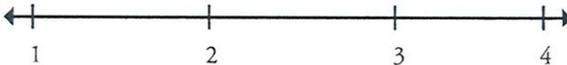
Reason quantitatively and use units to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>N-Q.2</b> Define appropriate quantities for the purpose of descriptive modeling.* Note: Foundation for work with expressions, equations and functions.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>3 Constructing Graphs</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence <i>Not covered real specifically</i></p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Reviewed By: \_\_\_\_\_

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**ALGEBRA I — NUMBER AND QUANTITY (N)**

**Quantities (N-Q)**

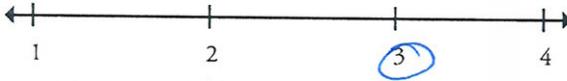
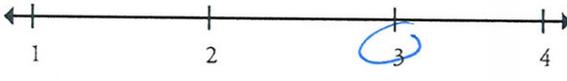
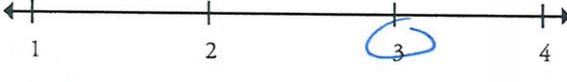
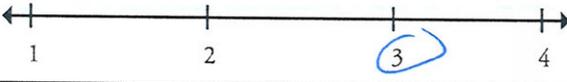
Reason quantitatively and use units to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>N-Q.3</b> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.* Note: Foundation for work with expressions, equations and functions.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>1.0, 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8, 1.9, 2.0, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.0, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 4.0, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8, 4.9, 5.0, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6, 5.7, 5.8, 5.9, 6.0, 6.1, 6.2, 6.3, 6.4, 6.5, 6.6, 6.7, 6.8, 6.9, 7.0, 7.1, 7.2, 7.3, 7.4, 7.5, 7.6, 7.7, 7.8, 7.9, 8.0, 8.1, 8.2, 8.3, 8.4, 8.5, 8.6, 8.7, 8.8, 8.9, 9.0, 9.1, 9.2, 9.3, 9.4, 9.5, 9.6, 9.7, 9.8, 9.9, 10.0, 10.1, 10.2, 10.3, 10.4, 10.5, 10.6, 10.7, 10.8, 10.9, 11.0, 11.1, 11.2, 11.3, 11.4, 11.5, 11.6, 11.7, 11.8, 11.9, 12.0, 12.1, 12.2, 12.3, 12.4, 12.5, 12.6, 12.7, 12.8, 12.9, 13.0, 13.1, 13.2, 13.3, 13.4, 13.5, 13.6, 13.7, 13.8, 13.9, 14.0, 14.1, 14.2, 14.3, 14.4, 14.5, 14.6, 14.7, 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97.8, 97.9, 98.0, 98.1, 98.2, 98.3, 98.4, 98.5, 98.6, 98.7, 98.8, 98.9, 99.0, 99.1, 99.2, 99.3, 99.4, 99.5, 99.6, 99.7, 99.8, 99.9, 100.0</i></p> <p><i>Not Covered</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**ALGEBRA I — ALGEBRA (A)**

**Seeing Structure in Expressions (A-SSE)**

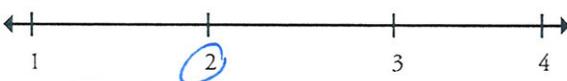
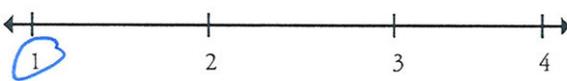
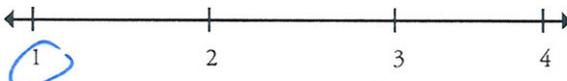
<p><b>Interpret the structure of expressions.</b></p>	<p><b>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</b></p>
<p><b>A-SSE.1a</b></p> <p>1. Interpret expressions that represent a quantity in terms of its context.*</p> <p>a. Interpret parts of an expression, such as terms, factors, and coefficients.</p> <p>Note: Linear, exponential, quadratic.</p>          <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i><del>2. Mult. reps in real world</del></i></p> <p><i>1. Variables + functions</i></p> <p><i>2. Mult reps in Real world</i></p> <p><i>21. Ops. on polynomials</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p>     <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>     <p>Overall Rating </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**ALGEBRA I — ALGEBRA (A)**

**Seeing Structure in Expressions (A-SSE)**

Interpret the structure of expressions.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>A-SSE.1b</b></p> <p>1. Interpret expressions that represent a quantity in terms of its context.*</p> <p>b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret <math>P(1+r)^n</math> as the product of <math>P</math> and a factor not depending on <math>P</math>.</p> <p>Note: Linear, exponential, quadratic.</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Chapter on polynomials</i>  <i>2. mult reps in real world</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence  <i>Only quadratic + not real clear</i>  <i>no literal</i></p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):  <i>no literal</i>  <i>no exp.</i>  <i>no quad.</i></p> <p>Overall Rating </p>



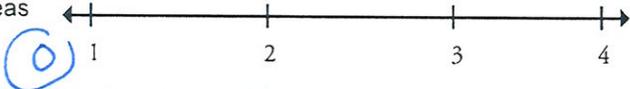
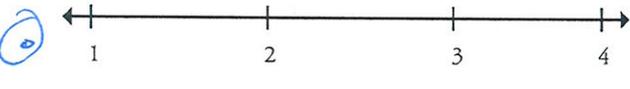
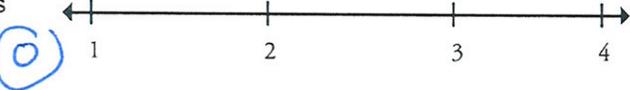
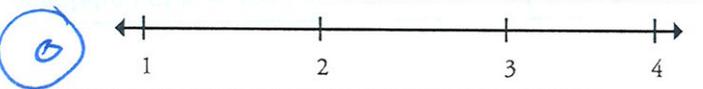


Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

### ALGEBRA I — ALGEBRA (A)

#### Seeing Structure in Expressions (A-SSE)

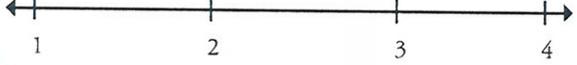
Write expressions in equivalent forms to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>A-SSE.3b</b></p> <p>3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*</p> <p>b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.</p> <p>Note: Quadratic and exponential.</p>          <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>NOT Covered</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**ALGEBRA I — ALGEBRA (A)**

**Seeing Structure in Expressions (A-SSE)**

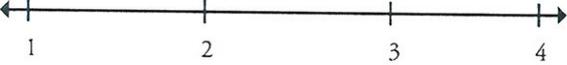
Write expressions in equivalent forms to solve problems.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>A-SSE.3c</b></p> <p>3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*</p> <p>c. Use the properties of exponents to transform expressions for exponential functions. <i>For example the expression <math>1.15^t</math> can be rewritten as <math>(1.15^{1/12})^{12t} \approx 1.012^{12t}</math> to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.</i></p> <p>Note: Quadratic and exponential.</p>  <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Not Covered</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**ALGEBRA I — ALGEBRA (A)**

**Arithmetic with Polynomials and Rational Expressions (A-APR)**

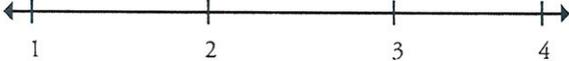
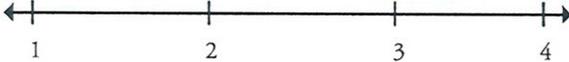
Perform arithmetic operations on polynomials.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>A-APR.1</b></p> <p>Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.</p> <p>Note: Linear and quadratic.</p>          <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p><i>Not Covered</i></p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>   <p>Overall Rating </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**ALGEBRA I — ALGEBRA (A)**

**Creating Equations (A-CED)**

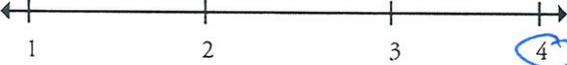
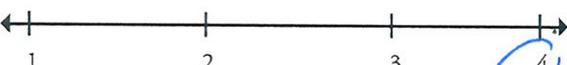
Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>A-CED.1</b></p> <p>Create equations and inequalities in one variable and use them to solve problems. <i>Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*</i></p> <p>Note: Linear, quadratic, and exponential (integer inputs only).</p>          <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p style="color: blue; font-size: 2em; margin-left: 100px;">Not Covered</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p>   <p>Overall Rating </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**ALGEBRA I — ALGEBRA (A)**

**Creating Equations (A-CED)**

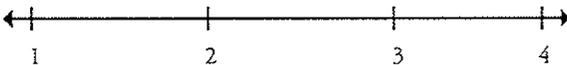
Create equations that describe numbers or relationships.	Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.
<p><b>A-CED.2</b></p> <p>Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.*</p> <p>Note: Linear, quadratic, and exponential (integer inputs only).</p>          <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p> <p>1. Variab + Func 2. Mult Reps in Real World 7. Understanding Slope + y-int 8. Moving beyond Slope + yint 9. Creating Lin Models 15 Other Patterns</p> <p>17. Modeling w/ exp. 19. Graphs of Quads 20 Modeling/ Quads</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence <i>Nice job</i></p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Reviewed By: \_\_\_\_\_

Title of Instructional Materials: \_\_\_\_\_

**ALGEBRA I — ALGEBRA (A)**

**Creating Equations (A-CED)**

<p>Create equations that describe numbers or relationships.</p>	<p>Summary and documentation of how the domain, cluster, and standard are met. Cite examples from the materials.</p>
<p><b>A-CED.3</b>          Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. <i>For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*</i>          Note: Linear (integer inputs only).</p> <p>Indicate the chapter(s), section(s), and/or page(s) reviewed.</p>	<p>Important Mathematical Ideas </p> <p>Skills and Procedures </p> <p>Mathematical Relationships </p> <p>Summary / Justification / Evidence</p> <p>Portions of the domain, cluster, and standard that are missing or not well developed in the instructional materials (if any):</p> <p>Overall Rating </p>

Reviewed By:

Title of Instructional Materials:

Agile Mind

## Documenting Alignment to the Standards for Mathematical Practice

### 1. Make sense of problems and persevere in solving them.

Mathematically proficient students start by explaining to themselves the meaning of a problem and looking for entry points to its solution. They analyze givens, constraints, relationships, and goals. They make conjectures about the form and meaning of the solution and plan a solution pathway rather than simply jumping into a solution attempt. They consider analogous problems, and try special cases and simpler forms of the original problem in order to gain insight into its solution. They monitor and evaluate their progress and change course if necessary. Older students might, depending on the context of the problem, transform algebraic expressions or change the viewing window on their graphing calculator to get the information they need. Mathematically proficient students can explain correspondences between equations, verbal descriptions, tables, and graphs or draw diagrams of important features and relationships, graph data, and search for regularity or trends. Younger students might rely on using concrete objects or pictures to help conceptualize and solve a problem. Mathematically proficient students check their answers to problems using a different method, and they continually ask themselves, "Does this make sense?" They can understand the approaches of others to solving complex problems and identify correspondences between different approaches.

Indicate the chapter(s), section(s), or page(s) reviewed.

Portions of the mathematical practice that are missing or not well developed in the instructional materials (if any):

Summary/Justification/Evidence

Overall Rating

